

OVERVIEW OF NCLB FEDERAL GRANT PROGRAMS

Quick Reference Sheet

Title I-A:

Improving the Basic Programs of Educational Agencies

Intended to help ensure that all children have the opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state assessments. Provides formula grants to school districts, which then allocate most of these funds to individual Title I schools based on their number of low-income children. Augments state and local efforts to provide technical assistance (based on scientifically based research) and improve schools identified as needing improvement based on Adequate Yearly Progress (AYP).

Title I-B1:

Reading First State Grants

Designed to help states, school districts, and schools ensure that every child can read at grade level or above by the end of the third grade. Funds the implementation of instructional programs and materials, assessments, and professional development grounded in scientifically based reading research. Formula grants are made to the state, which then make competitive grants to eligible school districts. States may use 20 percent for professional development for teachers of grades K-3 and for planning, administration and reporting.

Title I-B2:

Early Reading First

Designed to prevent reading failure by providing high-quality early education to young children, especially children from low-income families. This federally administered discretionary grant program makes competitive awards to local school districts eligible under Reading First criteria, to other public or private organizations within those eligible districts, or to collaborations between both. Eligible Local Education Agencies are identified on the U.S. Department of Education Web site. Funds may be used for assessments, instructional materials, and professional development for early language and reading development.

Title I-B3:

William F. Goodling Even Start Family Programs

Provides literacy services to parents and their children in order to break the cycles of illiteracy. The federal government allocates Even Start funding to state by formula. States awards competitive sub-grants to partnerships of LEA's, local school districts, and other organizations to fund integrated family literacy services.

Title I-B4:

Improving Literacy Through School Libraries

Improves literacy skills and academic achievement by providing students with increased access to up-to-date school library materials; well equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists. LEA's with a child-poverty rate of at least 20 percent apply directly to the U.S. Department of Education.

Title I-C:

Education for Migratory Children

Provides states with funding based on counts of migrant children between 3 and 21 years old. The state Migrant Program sub-grants with districts to provide supplemental instruction and support services to eligible migrant children.

Title I-D:

Neglected and Delinquent Programs

Provides financial assistance to educational programs for youths in state-operated institutions or community day programs. The program also provides financial assistance to support districts' programs involving collaboration with locally operated correctional facilities. Allocations are made to state agencies. Allocations are awarded to districts with high numbers or percentages of child and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

Title I-F:

Comprehensive School Reform

Provides start-up financial assistance to schools to implement whole-school reforms that reflect the research literature on effective practices in order to help students meet state academic standards. States award competitive grants to school districts on behalf of specific low-achieving schools. Selected schools must meet 11 criteria specified in the authorizing statute.

Title II-A:

Title IV-B:

Teacher and Principal Training and Recruiting Fund

Increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. State grants are allocated through a formula based on the school-age population and the number of children in poverty in each state. Ninety-five percent are reallocated to school districts based on the same criteria, and 2.5 percent are reserved for competitive sub-grants to partnerships to carry out **professional development** activities. Funds may be used for a wide variety of activities, including technology integration and **professional development**.

Title II-D:**Enhancing Education through Technology State Grants**

Intended to improve student academic achievement through the use of technology in elementary and secondary school and designed to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with **teacher training** and **professional development**. One-half of these formula state grants are reallocated to school districts by formula, and one-half to high-need districts or partnerships on a competitive basis. Districts are required to spend 25 percent of the funds they receive on **professional development**.

Title III:**Language Instruction for Limited English Proficient and Immigrant Students**

Assist school districts in teaching English to limited English proficient students and in helping them meet state standards required of all students. Formula grants are based on state's share of limited English proficient students and recent immigrant students. States are required to spend at least 95 percent of their allotment toward formula sub grants to districts. If a state does not apply, the secretary of education makes competitive awards directly to school districts. Funds must be used to provide high-quality, research-based language instruction, and to provide **professional development**.

Title IV-A:**Safe and Drug-Free Schools and Communities**

Provides districts with formula allocations. Districts must have a plan for keeping schools safe and drug-free that includes appropriate and effective discipline policies, security procedures, prevention activities, a student code of conduct and a crisis management plan for responding to violent or traumatic incidents on school grounds.

21st Century Community Learning Centers

Establishes or helps expand community learning centers that provide after-school learning opportunities to students, particularly those who attend low-performing schools. This is a state-administered discretionary grant to fund academically focused after-school programs. Community and faith-based organizations, as well as other public or private entities, may apply for these funds individually or jointly with school districts.

Title V-A:**Innovative Programs State Grants**

Provides states and districts with additional funding to support a broad range of high-quality programs to improve academic achievement, the quality of education for students, teacher quality, and school performance. Grants to districts are based on the relative enrollments in public and private schools, and may be used for a wide variety of activities, including **teacher training** and **professional development**, and acquisition of instructional materials.

Title V-D:**Community Technology Centers**

Promotes the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities, and that provide **access to information technology and related training**. Funding is available to nonprofit organizations, for-profit businesses, and institutions of higher education, school districts, or consortia of these entities.

Title VI-B:**Rural Education Initiatives**

The Rural and Low-Income Schools program allocates funds to eligible districts through a formula. Generally, these funds may be used for teacher recruitment and retention, professional development, parent involvement as well as activities under Title I-A, Title II-D, Title III and Title IV-A. The Small Rural School Achievement program is a formula program direct from the U.S. Department of Education to eligible district. The program gives these small districts flexibility consolidate some federal funds. .

Title X-C:**Education for Homeless Children and Youth**

Ensures that homelessness does not cause children to be left behind in school. Requirements apply to all districts, regardless of whether the district receives a McKinney-Vento Homeless grant. Schools must immediately enroll homeless children and youth, even if unaccompanied by a parent or guardian and is unable to produce records normally required for enrollment.